**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson:** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| *Spiral Review 1-4 or An activity “Starting with Ten-Frames”*  *Building Sets (Materials: blank ten-frame mates, counters)*  *Call out a number from 1-10 and have students build that amount on their ten frame. Students fill the first row first. Call out a different number and have students build the new number. Observe to see which students can simply add or remove counters and those that must begin from 1. Continue with different amounts.* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context?   Today we are going to work on patterns that will help us recognize numbers without having to count +Our new word for the day is “pattern” Let’s say it three times. Turn to your neighbor and tell him/her what you think a patter is. Let me show you an example of a pattern. I would use connecting cubes and show – red, blue, red, blue, red blue, etc. “Does that clear any ideas?” Here is the word with a picture of it. Have them write, “A pattern is a group of things arranged in the same order.”  Day 2 Ask the group. “Where have you seen a pattern before?” “Can you think of a pattern using math? “ If I show you a pair of dice would that help? What else can you think of?  Day 3 Can you draw me a pattern using math objects? Dice or dots on dot pattern cards.  Day 4 Let’s draw another math number pattern different that the one you drew yesterday.  Day 5 Share your math patterns with your partner.  Day 6 Play a game with dot pattern cards. The one that has the larger number of dots gets to keep the cards. The one with the most cards is the winner. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  *The teacher uses the Dot card activity. The teacher needs paper plates with dot patterns for the numbers 4, 5, 6, 7, 8, and 9. The dot pattern cards would work also. The teacher puts a plate or a card with 5 dots up. Then the teacher matches the pattern on top of the plate by covering the dots with counters. She demonstrates on several numbers. The teacher then turns to the Guided Practice part of Lesson 1-4 Spatial Patterns for Numbers to 9.* | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  The students are then given nine counters and a paper plate. The teacher places a pattern on her plate under the document camera. The students then match her pattern. After a few numbers, the teacher lets the student make a pattern and their partner reproduces the pattern.  The student then turns to his independent practice and does numbers 7-13 | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| To check for understanding of the concept taught, Use Quick Check Master 1-4 | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Use Double Counter Match  (Materials: dot plates, paper plates, variety of Counters) Place two empty plates, one on either side of a dot plate or card. Students make equivalent sets in each plate using a different type of counter. Students describe how all three plates compare. | |
| **HOMEWORK** | |
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